'The Internet', appears to be aimed at those with little knowledge in this area - it would probably take a whole book to properly cover the claims for this chapter, but it does provide a wide ranging introduction. However some basic definitions are missing, for example list-servs and the 'deep web' are both mentioned in the claims, but neither is defined, nor is there a clear explanation of how to use them - that said, useful examples are given for both. This is one of the strengths of this book – it is packed with practical examples and useful screen dumps.

An excellent chapter on website evaluation covers technical, reliability and educational criteria. As in other chapters the views of other writers in this field are summarised but the author also provides his own list of questions to ask relating to the three sets of criteria. The main example provided is the guide from Ed's Oasis, from classroom.com and the author suggests that schools each develop their own guidelines with advice on how to do this.

Subject gateways are covered briefly, with plenty of examples mainly from free, general gateways such as The Virtual Teacher Centre, Schoolzone, The Gateway, Blue Web'n and KidsKonnect. Examples of subject specific and commercial services are also given.

Searching the web is covered in several chapters from the viewpoint of teachers and librarians and their students and in the context of the author's PLUS model of information literacy. Search engines are both defined and categorised and many common search engine features, such as Boolean searching, truncation and limits, are also defined. The subject of effective search strategies is covered in more depth, with some emphasis on selecting the most appropriate search engine/s for the task and a useful list of search engines, matched to various search requirements, is provided, courtesy of noodletools.com. Several models of the search process are presented, all stressing the importance of the planning stage, including definition of purpose before selection of keywords if relevant results are to be obtained. A useful list of planning points is provided and is followed by an example search, on "the causes of volcanoes", extracts of the results of which are displayed for 3 different search engines. Although this is given as an example of a well planned search, of the 9 results displayed from Google only one of them appears to be directly relevant (the results from Dogpile and AskJeeves fair much better). Most of the results shown for Google are fine examples of 'false-drops', and this concept, a very common occurrence in web searches, could usefully have been explained here, but is not mentioned.

Information literacy is defined as much more than just searching for relevant information – it is seen as also encompassing the ability to evaluate what is found, make notes on it, organise it and create and present a new piece of work from it. The final step is self evaluation of the skills used in the project. These steps are set out in more detail in the author's PLUS model, along with other current models.

The two chapters on developing a school, or an instructional, website provide a good, if fairly brief, introduction to the subject and outline a suggested proceedure to follow. Happily the emphasis is on defining purpose and intended audience/s and content, with design following, not preceding, information architecture. Storyboarding is a suggested technique for defining the information architecture. Details of several online style guides are given along with a useful list of design elements to consider. Accessibility is mentioned but not given the importance that might be expected Dreamweaver and Frontpage are the two editing tools featured although it is suggested that at least one member of staff should have some knowledge of HTML.

Overall this book provides a good introduction to the subjects covered and the numerous examples and four page bibliography give easy access to more detailed information, making up for the sometimes patchy coverage.

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Exploiting knowledge in health services
Graham Walton and Andrew Booth (eds). Facet Publishing. London. 2004 ISBN 1-85604-479-3 288pp. £49.95

This volume is a welcome guide to the rapidly changing world of health libraries and information services:

Part I provides the context to health care and health information services
Part II focuses on the principles required for effective delivery of services in a health library or information unit
Part III examines the information sources and skills needed to effectively exploit the health care knowledge base.

Each chapter offers an overview of recently published literature on its topic, as well as case studies where relevant. A useful summary of government plans for the NHS is included in the

chapter on the role of library and information services in supporting learning.

There are ample references to developments in health information and services available electronically: the National electronic Library for Health (Alison Turner); virtual outreach services (Alison Yeoman); hybrid information services (Steve Rose and Angela Gunn), and portals and gateways (Susan Roe). Steve Ashwell provides a useful chapter on creating effective web pages, although it would have been relevant to mention the NHS Identity Guidelines: Websites [http://www.nhsidentity.nhs.uk], which govern the look of NHS Intranets and Internets. The role of technology in supporting communities of practice for knowledge management is covered by Andrew Booth and Anne Brice. Copyright in the digital environment is clearly explained in a useful chapter on managing intellectual property, by Susannah Hanlon. Roe rightly provides a note of caution: "NHS workers are familiar with new technology which goes nowhere, seeds of innovation which bear no fruit.."; she advises creation of enterprise portals on which to implement knowledge management initiatives.

Walton states that 'distinctions between the roles of the health informaticist and the LIS professional will become increasingly blurred.' David Stewart, in his chapter on continuing professional development mentions ASSIST, the national network for those working in health informatics, but not the UK Council for Health Informatics Professions, which information and knowledge management specialists are being encouraged to join. It is surprising that there is no mention of the potential role of librarians and information specialists in web services in the NHS, as many are already involved in projects to manage electronic. Access by the public to information held by the NHS under the Freedom of Information Act has made this opportunity wider.

The chapters by Boynton, supporting syntheses of the literature, and Grant, on accessing the knowledge base, could perhaps have been combined as they cover some of the same ground, but both are succinct summaries. The index is useful for decoding some of the acronyms with which the NHS is riddled, but omits Zetoc, CENTRAL and ASSIST. Inevitably some of the website addresses have changed; the Department of Health is the main culprit, having recently changed its domain name from www.doh.gov.uk to 'dh', with redirects only to the main page of its new site. These are minor quibbles, however.

This volume is essential reading for anyone working in health libraries and information services. I hope it is not the last from this team; the editors close by hoping that 'future offerings…will see an increased

emphasis on initiating and developing evidence-based information practice.' The conclusion mentions the new roles and challenges in widening use of PDAs and hand held devices as well as the challenge of personalising website services. No doubt these will be included in any future volume. Sue Lacey Bryant in her contribution on primary care knowledge services challenges us: "in years to come, will health librarians be remembered affectionately as a lost breed (like the leggers of the eighteenth century) or recalled as latter-day Telfords, responsible for constructing a sustainable twenty-first-century network through which knowledge flowed to the benefit of patients served by primary healthcare services?"

The pace of change in health services is shown by the fact that this book appears within only three years of Managing knowledge in health services, with the same editors. The earlier work is out of print, but is available in full at http://www.shef.ac.uk/scharr/mkhs/

And finally, is this the longest URL ever quoted in a publication - a report from the New Zealand Ministry of Health, apparently to be found at www.moh.govt.nz/moh.nsf/c7ad5e032528c34c4c25 66690076db9b/38dd32b7a22ca197cc256bb20081a 301/$FILE/CLANZlitreviewfinal.pdf [or did somebody's cat walk over the keyboard?].

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Digitizing Collections: Strategic Issues for the Information Manager.
Lorna M Hughes. Facet Publishing. London. 2004 ISBN 1-85604-466-1 327pp. £39.95

Employing the term "information manager" in the sub-title of this book suggests that it is aimed at a comparatively wide audience. In my view, however, the Introduction somewhat undermines this by stating that the book is (as one might expect) really "intended primarily for librarians, archivists and museum professionals, as well as for students of these subjects…" These groups will certainly find the book a broad and useful survey. In any case the nature of the issues, problems and techniques raised by digitizing collections are such that information professionals in other sectors will also find the book a useful guide.

The book is divided into two parts: Part 1 is on Strategic Decision-Making and Part 2 covers Digitizing Collections. There are ten chapters. The first looks at the reasons for digitization and the